

# Missouri Department of Elementary and Secondary Education Special Education District Profile

## **BLUE SPRINGS R-IV (048-068)**

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the district met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile, however most of the data are reported by the district directly to the Department.

See the link below for the Special Education Profile Review Guide  
<http://dese.mo.gov/sites/default/files/districtprofilereviewguide.pdf>

**Questions? Please contact the Special Education - Data Coordination at 573-751-7848**  
[speddata@dese.mo.gov](mailto:speddata@dese.mo.gov).

SPP Targets and District Status					
SPP Indicator			District Data 2013-14		Target 13-14*
Early Childhood Special Education Data (Table A)					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			23.20%	Not Met	≥ 29.00%
ECSE children in special education separate class, school or residential setting (SPP 6B)			38.12%	Not Met	≤ 32.00%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12) **			100.00%	Met	= 100.00%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	100.00%	Met	≥ 92.70%
		Summary Statement 2	57.58%	Met	≥ 55.60%
	Acquisition and use of knowledge and skills:	Summary Statement 1	90.57%	Not Met	≥ 93.80%
		Summary Statement 2	68.18%	Met	≥ 42.40%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	87.23%	Not Met	≥ 90.70%
		Summary Statement 2	56.06%	Not Met	≥ 60.70%
Child Count and Educational Environment Data (Table B)					
Percent of children with IEPs inside regular class at >79% of the day (SPP 5A)			61.86%	Met	≥ 56.00%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			14.66%	Not Met	≤ 10.20%
Percent of children with IEPs served in separate settings (SPP 5C)			4.13%	Not Met	≤ 3.70%
Was district identified as having disproportionality of racial/ethnic groups in special education or in specific disability categories that is the result of inappropriate identification? (SPP 9/10)			No		
Assessment Data (Table C)					
Participation rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3B)			100.00%	Met	≥ 95.00%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3B)			99.56%	Met	≥ 95.00%
Proficiency rate for children with IEPs on statewide assessment for Communication Arts (grades 3-8, HS) (SPP 3C)			33.43%	Met	≥ 23.20%
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, HS) (SPP 3C)			41.96%	Met	≥ 26.50%
Evaluation Data (Table D)					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11) **			100.00%	Met	= 100.00%
Parent Survey Data (Table E)					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			71.43%	Met	≥ 70.00%
Suspension/Expulsion Data (Table F)					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			No		
Was district identified as having a significant discrepancies in suspension/expulsion rates by race/ethnicity (SPP 4B)**			No		
Secondary Transition Data (Table G)					
Graduation rate for students with disabilities (SPP 1)			84.62%	Met	≥ 72.00%
Dropout rate for students with disabilities (SPP 2)			1.21%	Met	≤ 4.80%
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13) **			100.00%	Met	= 100.00%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education		38.10%	Met	≥ 24.40%
	enrolled in higher education or competitively employed		79.76%	Met	≥ 46.90%
	total employed / continuing education		82.14%	Met	≥ 51.30%

\* Targets for 2013-14 pending finalization of State Performance Plan

\*\* Data are collected from districts in conjunction with their Monitoring review, so data is not available for all districts every year. For districts with data, the met/not met call for compliance indicators is pending finalization of the compliance desk review of district data

## Early Childhood Special Education (ECSE) Data - (Table A)

### Early Childhood Special Education Child Count and Participation Rates (A1)

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-PK5				
	2011-12	2012-13	2013-14	State: 2013-14
Child Count	204	174	181	11,448
Participation Rate	7.64%	6.52%	6.78%	5.80%

Source: District reported data via MOSIS Student Core (December cycle) and 2010 census data

Participation Rate = Child Count / Census

### Early Childhood Special Education Educational Environments (ages 3-PK5) (SPP 6) (A2)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2011-12		2012-13		2013-14		State 2013-14
		#	%	#	%	#	%	%
<i>In the regular early childhood program:</i>		84	41.18%	101	58.05%	96	53.04%	58.09%
♦ 10+ hours with majority of sped services in:	EC Program*	22	10.78%	44	25.29%	42	23.20%	25.03%
	Other Location	44	21.57%	31	17.82%	40	22.10%	23.10%
♦ less than 10 hours with majority of sped services in:	EC Program*	0	0.00%	1	0.57%	0	0.00%	4.17%
	Other Location	18	8.82%	25	14.37%	14	7.73%	5.78%
Separate Class**		101	49.51%	57	32.76%	69	38.12%	30.08%
Separate School**		0	0.00%	0	0.00%	0	0.00%	1.47%
Residential Facility**		0	0.00%	0	0.00%	0	0.00%	0.00%
Home		0	0.00%	0	0.00%	0	0.00%	1.12%
Service Provider location		19	9.31%	16	9.20%	16	8.84%	9.25%
Total Early Childhood		204	100.00%	174	100.00%	181	100.00%	100.00%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		22	10.78%	45	25.86%	42	23.20%	29.20%
Total separate placement** (SPP 6B)		101	49.51%	57	32.76%	69	38.12%	31.54%

Source: District reported data via MOSIS Student Core (December cycle)

Percentage = Educational Environment / Total Early Childhood

\*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

\*\* Total separate includes children reported in Separate Class, Separate School and Residential Facility.

### Transition from First Steps (Part C) (SPP 12) (A3)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthdays

Reporting Year	2009-10	2010-11	2011-12	2012-13	2013-14
Number referred and eligible	NA	14	NA	NA	26
IEPs developed within acceptable timelines	NA	14	NA	NA	26
Percent developed within acceptable timelines	NA	100.00%	NA	NA	100.00%
State % developed within acceptable timelines	98.58%	99.46%	95.90%	94.20%	98.84%

Source: Data are collected from districts in the year prior to monitoring review

**Early Childhood Special Education (ECSE) Data - (Table A)**

**Early Childhood Outcome Data (SPP 7) (A4)**

Districts are required to assess children's abilities when they enter and exit ECSE. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

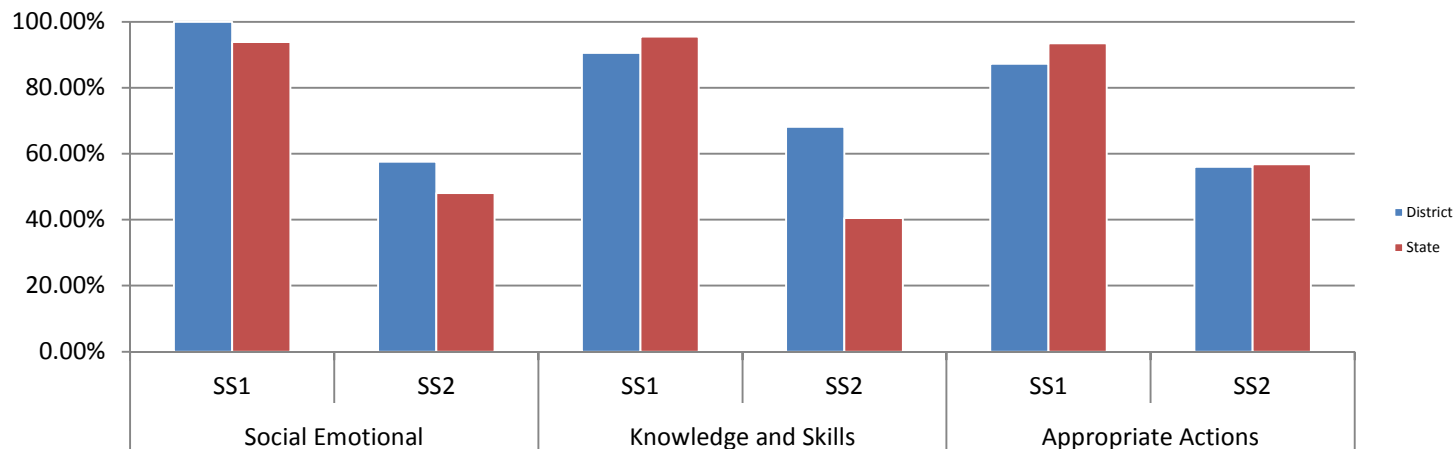
Outcomes:	Social Emotional Skills			Acquiring and Using Knowledge and Skills			Taking Appropriate Action to Meet Needs		
2013-2014 School Year	#	%	State %	#	%	State %	#	%	State %
<b>Outcomes:</b>									
Percent of children who									
a. did not improve functioning	0	0.00%	1.35%	0	0.00%	1.98%	0	0.00%	1.47%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	0	0.00%	3.59%	5	7.58%	2.16%	6	9.09%	3.57%
c. improved functioning to a level nearer to same-aged peers but did not reach	28	42.42%	46.96%	16	24.24%	55.34%	23	34.85%	38.17%
d. improved functioning to reach a level comparable to same-aged peers	19	28.79%	28.11%	32	48.48%	32.05%	18	27.27%	34.11%
e. maintained functioning at a level comparable to same-aged peers	19	28.79%	19.99%	13	19.70%	8.47%	19	28.79%	22.68%
<b>Total:</b>	66	100.00%	100.00%	66	100.00%	100.00%	66	100.00%	100.00%
<b>Summary Statements</b>									
1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited.	100.00%	93.83%	90.57%	95.48%	87.23%	93.48%			
2. Percent of children who were functioning within age expectations by the time they exited.	57.58%	48.10%	68.18%	40.51%	56.06%	56.79%			

Summary Calculations: 1.  $((c+d)/(a+b+c+d))*100$  2.  $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Note: Excludes children who transferred districts (district totals) and children in ECSE less than 6 months

**Early Childhood Outcomes**



SS1=Summary Statement 1 (see above)

SS2=Summary Statement 2 (see above)

**Child Count and Educational Environment Data - (Table B)**

**Child Count (5K-21) and Parentally-Placed Private School Students (PPPS) (B1)**

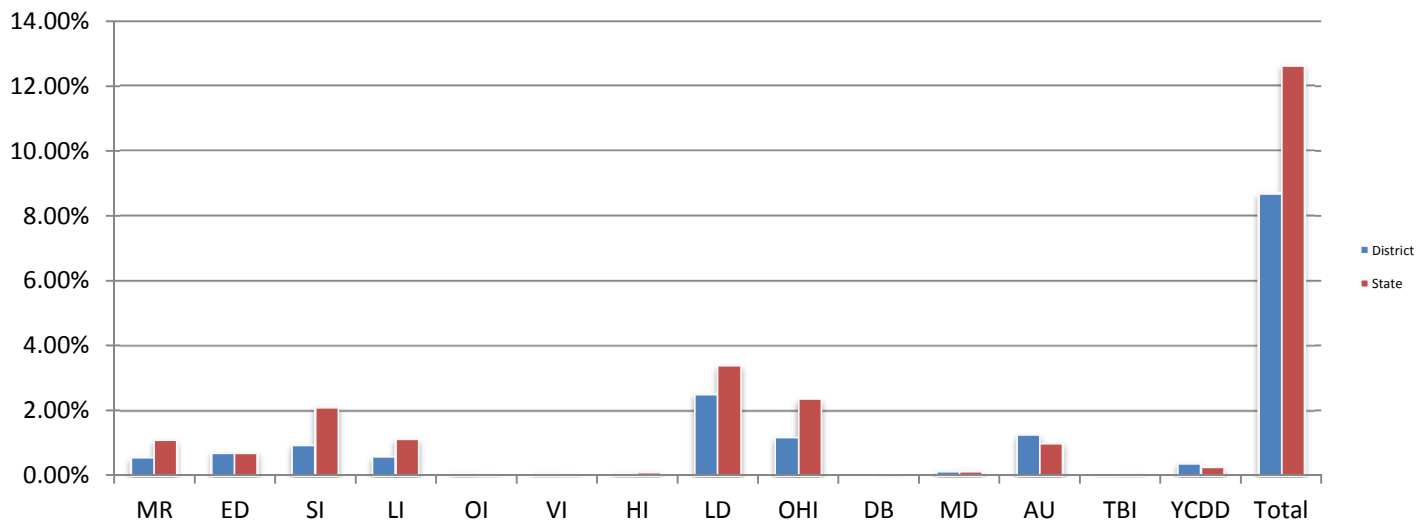
The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2013-14	State 2013-14
Intellectual Disability	80	0	0.56%	1.11%
Emotional Disturbance	102	0	0.72%	0.72%
Speech Impairment	136	6	0.96%	2.13%
Language Impairment	86	0	0.61%	1.14%
Orthopedic Impairment	15	0	0.11%	0.06%
Visual Impairment	10	0	0.07%	0.05%
Hearing Impairment	14	0	0.10%	0.13%
Specific Learning Disabilities	360	1	2.53%	3.40%
Other Health Impairment	170	1	1.20%	2.38%
Deaf/Blindness	0	0	0.00%	0.00%
Multiple Disabilities	21	0	0.15%	0.16%
Autism	181	5	1.27%	1.01%
Traumatic Brain Injury	4	0	0.03%	0.05%
Young Child w/ Developmental Delay	56	0	0.39%	0.28%
<b>Total</b>	<b>1,235</b>	<b>13</b>	<b>8.69%</b>	<b>12.62%</b>

Source: District reported data via MOSIS Student Core (December cycle) Child Count data is as of December 1

Incidence rate = Total 5K-21 Child Count / K-12 district enrollment

**Special Education Incidence Rates**



**Percent of Students by Race/Ethnicity (SPP 9/10) (B2)**

The following table indicates the percentage of students by race for total district enrollment, special education child count and disability categories

School Year: 2013-14	White %	Black %	Hispanic %	Asian %	Indian %	Pacific%	Multi%	Total %
Total District Enrollment (K-12)	75.46%	11.22%	5.40%	2.55%	0.39%	0.46%	4.52%	100.00%
Total IEP Child Count (3-21)	74.44%	13.35%	4.80%	1.27%	0.28%	0.49%	5.37%	100.00%
Intellectual Disability	70.37%	16.05%	6.17%	2.47%	0.00%	0.00%	4.94%	100.00%
Emotional Disturbance	76.47%	10.78%	6.86%	0.00%	0.98%	0.00%	4.90%	100.00%
Speech/Language Impairment	76.00%	9.82%	4.00%	1.45%	0.36%	1.09%	7.27%	100.00%
Specific Learning Disability	73.89%	15.56%	4.72%	0.56%	0.28%	0.56%	4.44%	100.00%
Other Health Impairment	70.00%	17.06%	4.12%	1.18%	0.59%	0.59%	6.47%	100.00%
Autism	79.23%	13.66%	2.19%	2.73%	0.00%	0.00%	2.19%	100.00%

Source: District reported data via MOSIS Student Core (December cycle) Child Count data is as of December 1

**Child Count and Educational Environment Data - (Table B)**

**School-age Educational Environments (SPP 5) (B3)**

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

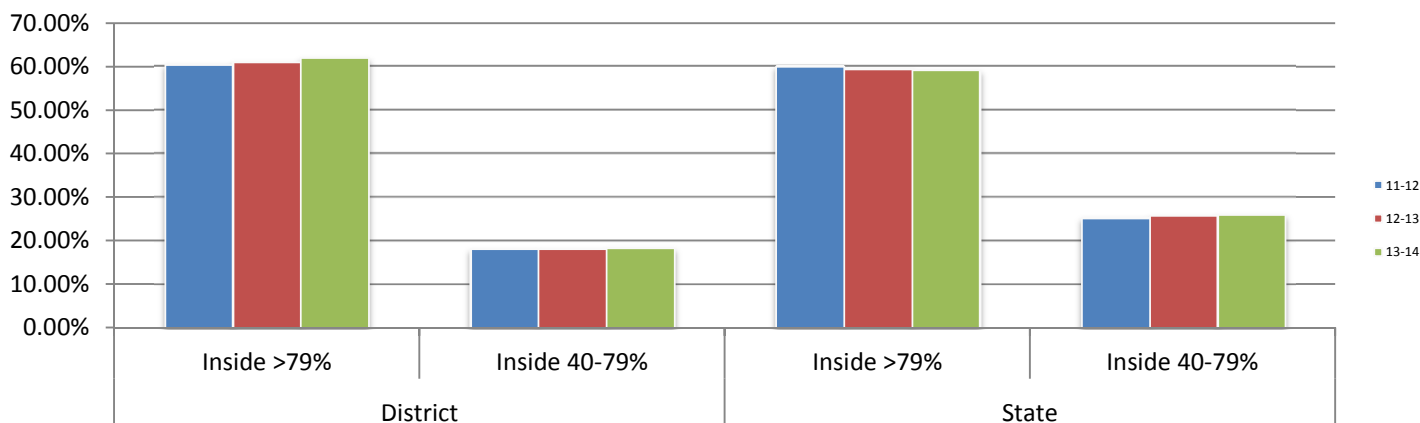
Placement Categories	2011-2012		2012-2013		2013-2014		State
	#	%	#	%	#	%	2013-2014
Inside Regular Class >79% (SPP 5A)	706	60.34%	698	60.91%	764	61.86%	59.03%
Inside Regular Class 40-79%	212	18.12%	208	18.15%	226	18.30%	25.98%
Inside Regular Class <40% (SPP 5B)	192	16.41%	179	15.62%	181	14.66%	9.11%
Private Separate (Day) Facility*	36	3.08%	39	3.40%	45	3.64%	0.68%
Public Separate (Day) Facility*	2	0.17%	0	0.00%	0	0.00%	1.31%
Homebound/Hospital*	10	0.85%	10	0.87%	6	0.49%	0.63%
Private Residential Facility*	0	0.00%	0	0.00%	0	0.00%	0.00%
Correctional Facility	0	0.00%	0	0.00%	0	0.00%	0.38%
Parentally Placed Private School	12	1.03%	12	1.05%	13	1.05%	1.99%
State Operated Separate School^	NA	NA	NA	NA	NA	NA	0.90%
Total School Age	1,170	100.00%	1,146	100.00%	1,235	100.00%	100.00%
Total of Separate Placements* (SPP 5C)	48	4.10%	49	4.28%	51	4.13%	3.52%

Source: District reported data via MOSIS Student Core (December cycle)

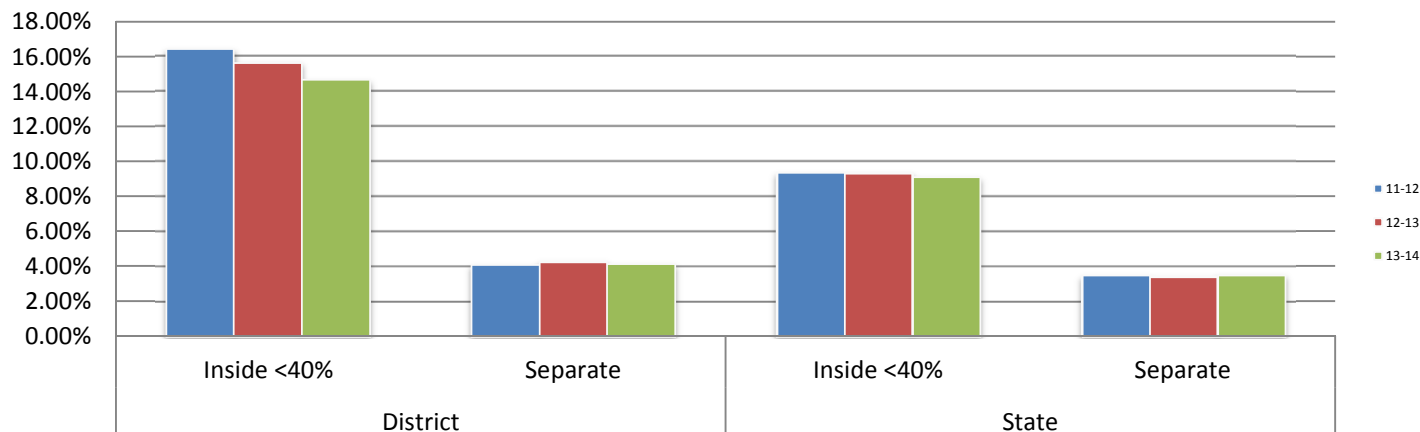
\*"Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated School

^This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

**Educational Environments: Inside > 79% and Inside 40-79%**



**Educational Environments: Inside < 40% and Separate Placements**



**Student Assessment Data - (Table C)**

**District Annual Measurable Objective (AMO) for Students with Disabilities (SPP 3A)**

Student assessment data is evaluated for AMO purposes for a specific subgroups of students, one of which is students with disabilities. For district AMO status, refer to the Missouri Comprehensive Data System (MCDS) Portal at:  
<http://mcds.dese.mo.gov/guidedinquiry/Pages/State-Assessment.aspx>

**Missouri Assessment Program (IEP MAP and MAP-Alternate) (SPP 3B and 3C)**

The following table indicates statewide assessment results for students with disabilities

Grade	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two	Acct	Rept	Number Top Two	Part. Rate (SPP 3B)	Percent Top Two (SPP 3C)	State Percent Top Two
<b>2013-14 - IEP MAP and MAP-A</b>												
	<b>Communication Arts</b>							<b>Mathematics</b>				
3	105	105	37	100.0%	35.2%	28.0%	105	105	46	100.0%	43.8%	32.7%
4	110	110	34	100.0%	30.9%	29.4%	110	110	47	100.0%	42.7%	31.6%
5	92	92	31	100.0%	33.7%	26.7%	92	92	40	100.0%	43.5%	29.3%
6	85	85	22	100.0%	25.9%	22.6%	85	85	32	100.0%	37.6%	28.2%
7	106	106	30	100.0%	28.3%	22.1%	106	106	40	100.0%	37.7%	28.1%
8	100	100	32	100.0%	32.0%	22.4%	96	96	40	100.0%	41.7%	20.8%
HS	78	78	40	100.0%	51.3%	29.3%	93	90	42	96.8%	46.7%	26.8%
3-5	307	307	102	100.0%	33.2%	28.0%	307	307	133	100.0%	43.3%	31.2%
6-8	291	291	84	100.0%	28.9%	22.4%	287	287	112	100.0%	39.0%	25.9%
All	676	676	226	100.0%	33.4%	25.8%	687	684	287	99.6%	42.0%	28.4%
<b>2012-13 - IEP MAP and MAP-A</b>												
	<b>Communication Arts</b>							<b>Mathematics</b>				
3	114	114	35	100.0%	30.7%	28.1%	114	114	53	100.0%	46.5%	35.6%
4	86	86	33	100.0%	38.4%	29.5%	86	86	39	100.0%	45.3%	32.2%
5	79	79	24	100.0%	30.4%	28.1%	80	80	37	100.0%	46.3%	31.7%
6	99	99	29	100.0%	29.3%	23.4%	99	99	31	100.0%	31.3%	28.6%
7	97	97	27	100.0%	27.8%	24.0%	97	97	37	100.0%	38.1%	29.7%
8	87	86	33	98.9%	38.4%	21.9%	87	86	31	98.9%	36.0%	22.1%
HS	98	98	35	100.0%	35.7%	36.8%	89	88	31	98.9%	35.2%	26.9%
3-5	279	279	92	100.0%	33.0%	28.6%	280	280	129	100.0%	46.1%	33.2%
6-8	283	282	89	99.6%	31.6%	23.2%	283	282	99	99.6%	35.1%	26.9%
All	660	659	216	99.8%	32.8%	27.3%	652	650	259	99.7%	39.8%	29.7%
<b>2011-12 - IEP MAP and MAP-A</b>												
	<b>Communication Arts</b>							<b>Mathematics</b>				
3	90	90	31	100.0%	34.4%	28.5%	90	90	46	100.0%	51.1%	34.5%
4	75	75	27	100.0%	36.0%	30.8%	75	75	41	100.0%	54.7%	33.6%
5	98	98	32	100.0%	32.7%	28.0%	98	98	39	100.0%	39.8%	31.6%
6	97	97	31	100.0%	32.0%	23.6%	97	97	32	100.0%	33.0%	30.5%
7	85	85	29	100.0%	34.1%	21.7%	85	85	39	100.0%	45.9%	25.4%
8	92	90	34	97.8%	37.8%	21.1%	92	90	31	97.8%	34.4%	22.3%
HS	84	82	46	97.6%	56.1%	34.3%	70	66	29	94.3%	43.9%	27.2%
3-5	263	263	90	100.0%	34.2%	29.1%	263	263	126	100.0%	47.9%	33.2%
6-8	274	272	94	99.3%	34.6%	22.2%	274	272	102	99.3%	37.5%	26.2%
All	621	617	230	99.4%	37.3%	26.9%	607	601	257	99.0%	42.8%	29.5%

Source: MAP Assessment - includes MAP and MAP-A results

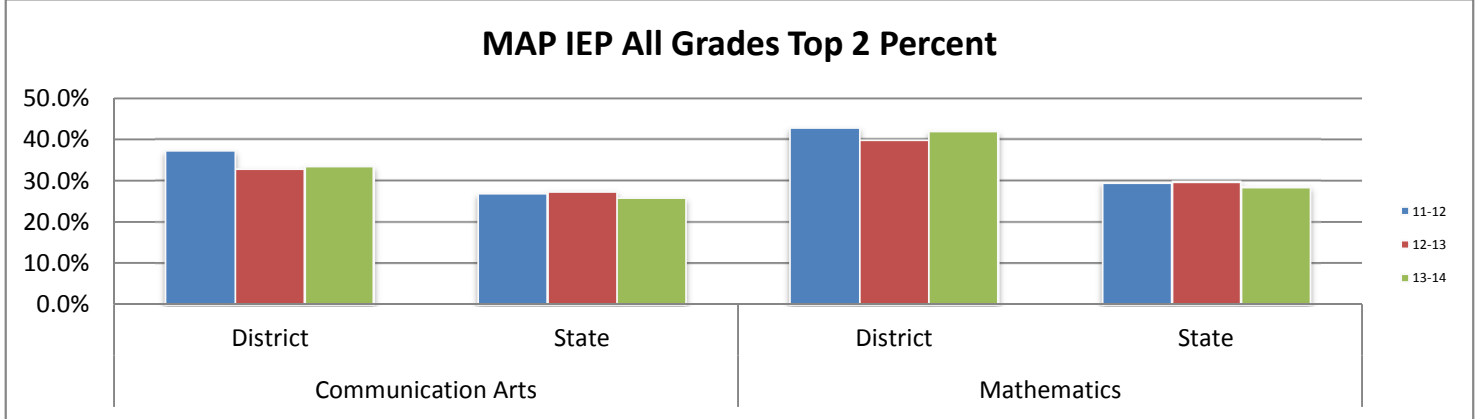
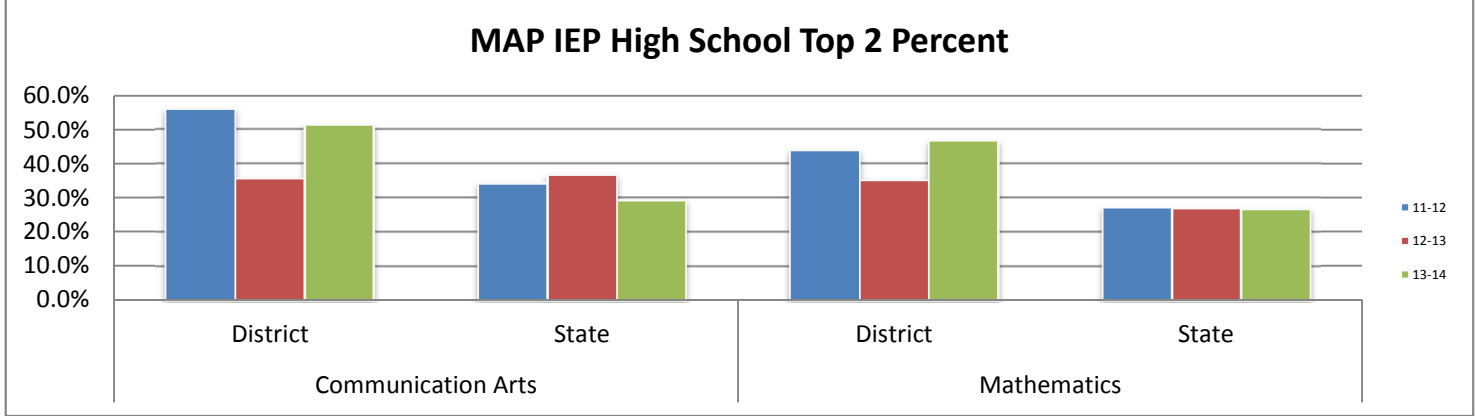
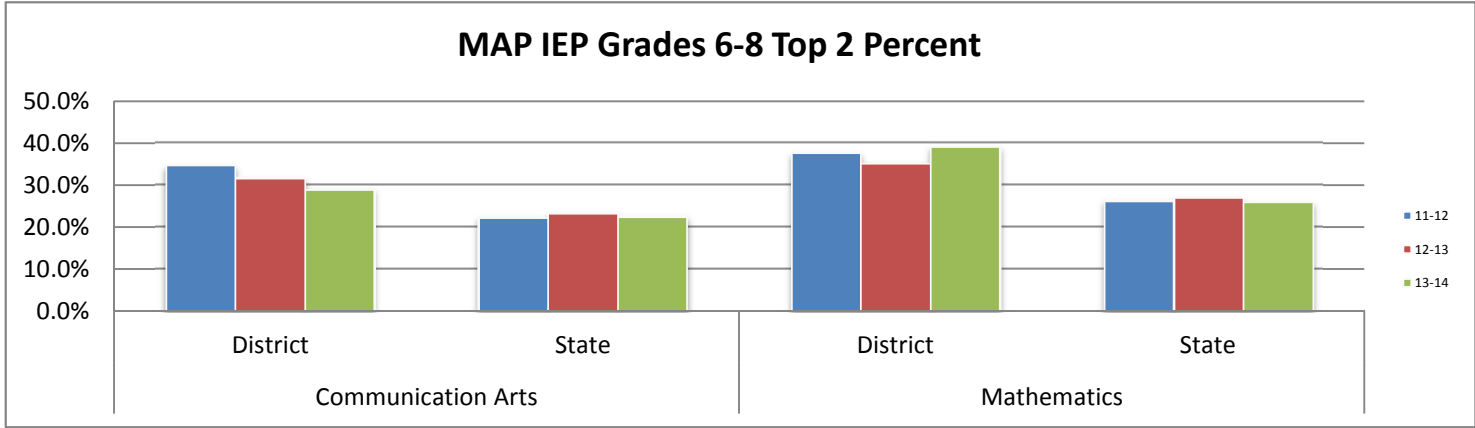
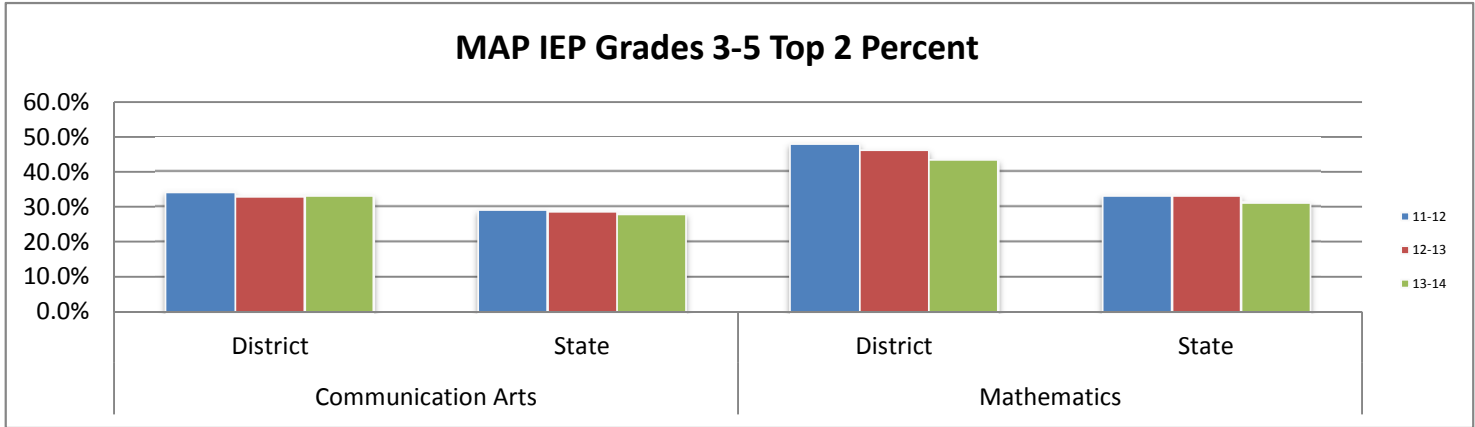
Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Student Assessment Data - (Table C)



HS: Beginning in 2009, high school totals include required End of Course exams (English II and Algebra I) and alternate assessments



**Evaluation, Parent Involvement and Suspension/Expulsion Data - (Tables D, E, and F)**

**Initial Evaluation Timelines (SPP 11) (Table D)**

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2009-10	2010-11	2011-12	2012-13	2013-14
Number evaluated	NA	192	NA	NA	270
Number within acceptable timelines	NA	192	NA	NA	270
Percent within acceptable timelines	NA	100.00%	NA	NA	100.00%
State % within acceptable timelines	96.76%	97.75%	97.85%	97.42%	98.97%

Note: Data collected from districts in year prior to monitoring review

**Parent Survey Data (SPP 8) (Table E)**

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2009-10	2010-11	2011-12	2012-13	2013-14
Total Responses	NA	NA	NA	NA	119
Number Agree/Strongly Agree	NA	NA	NA	NA	85
% Agree/Strongly Agree	NA	NA	NA	NA	71.43%
State % Agree/Strongly Agree	69.25%	71.39%	77.76%	77.55%	74.52%

Source: MSIP Parent Advance Questionnaire (through 2010-11) and/or special education parent survey

Note: Data collected from districts in conjunction with their monitoring review

**Suspension/Expulsion Data (SPP 4A / 4B) (Table F)**

School Year 2013-2014	Students with Disabilities			Non Disabled Students			District	State
	District		State	District		State	Ratio of IEP : NonIEP rate	Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Rate per 100 students	Number	Rate per 100 students	Rate per 100 students		
Student Counts								
OSS - All	96	6.78	9.3	330	2.54	4.7	2.66	1.97
OSS > 10 Days	20	1.41	1.6	76	0.59	0.8	2.41	2.10
ISS - All	182	12.85	12.7	988	7.62	8.4	1.69	1.52
ISS > 10 Days	12	0.85	1.2	31	0.24	0.6	3.54	2.09
Total OSS and ISS	278	19.6	22.0	1,318	10.16	13.1	1.93	1.68
Incident Counts								
OSS - All	184	12.99	18.2	472	3.64	8.1	3.57	2.26
OSS > 10 Days	20	1.41	1.7	81	0.62	0.8	2.26	2.09
American Indian	0	0.00	0.7	Note: the ratios for the racial/ ethnic groups use the Non- Disabled OSS>10 days for all races as the comparison group			0.00	0.82
Asian	0	0.00	0.4				0.00	0.49
Black	5	2.65	5.2				4.24	6.40
Hispanic	0	0.00	1.0				0.00	1.18
Multi Racial	0	0.00	1.9				0.00	2.34
Pacific Islander	0	0.00	0.8				0.00	0.94
White	15	1.42	0.9				2.28	1.07
ISS - All	436	30.79	31.4	2,061	15.89	18.4	1.94	1.71
ISS > 10 Days	12	0.85	1.3	31	0.24	0.6	3.54	2.11
Total OSS and ISS	620	43.79	49.6	2,533	19.53	26.5	2.24	1.88

Source: District reported data via MOSIS Discipline and MOSIS Student Core.

# is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 3-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

## Secondary Transition Data - (Table G)

### Graduation / Dropout Data for Students with Disabilities (SPP 1, 2) (G1)

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data (SPP1)	2011-12	2012-13	2013-14	State 2013-14
Total Number of IEP Students Graduated	103	82	78	6,420

Totals exclude students reported with a spedexit reason of 01-Return to regular ed and 17-Parent withdrew

Graduation Cohort data / rates	4yr Rate		5yr Rate		6yr Rate		7yr Rate	
	District	State	District	State	District	State	District	State
<b>2014 Cohort</b>	2014		2015		2016		2017	
Total Cohort Graduates	66	5,789						
Total Cohort	78	7,376						
Graduation Rate	84.62%	78.48%	NA	NA	NA	NA	NA	NA
<b>2013 Cohort</b>	2013		2014		2015		2016	
Total Cohort Graduates	73	5,841	78	6,236				
Total Cohort	89	7,660	85	7,628				
Graduation Rate	82.02%	76.25%	91.76%	81.75%	NA	NA	NA	NA
<b>2012 Cohort</b>	2012		2013		2014		2015	
Total Cohort Graduates	92	5,901	96	6,372	101	6,556		
Total Cohort	112	8,083	113	7,985	111	8,064		
Graduation Rate	82.14%	73.01%	84.96%	79.80%	90.99%	81.30%	NA	NA
<b>2011 Cohort</b>	2011		2012		2013		2014	
Total Cohort Graduates	63	6,816	68	7,342	71	7,548	73	7,704
Total Cohort	85	9,930	84	9,802	84	9,734	84	9,674
Graduation Rate	74.12%	68.64%	80.95%	74.90%	84.52%	77.54%	86.90%	79.64%

Graduation rate = Number of IEP Graduates in cohort / Total number of IEP students in cohort x 100

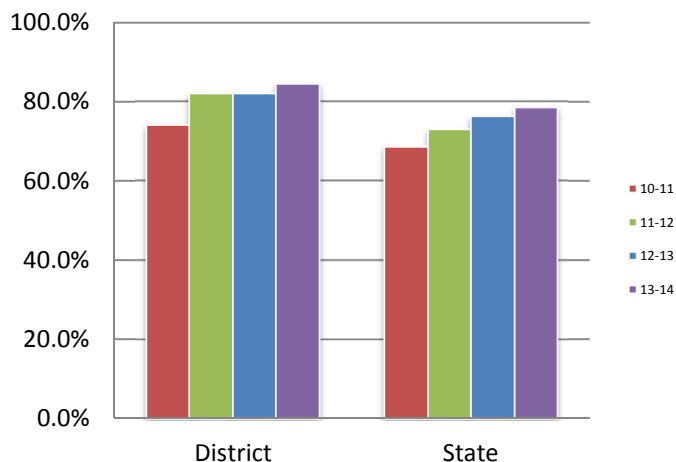
Dropout data (SPP 2) (grades 9-12)	2011-12	2012-13	2013-14	State 2013-14
Total students with disabilities grades 9-12	436	419	412	39,217
Number of students with disabilities who dropout	9	3	5	1,475
Dropout rate for students with disabilities	2.06%	0.72%	1.21%	3.76%

Source: District reported data via MOSIS Student Core (June cycle) and MOSIS Enrollment and Attendance

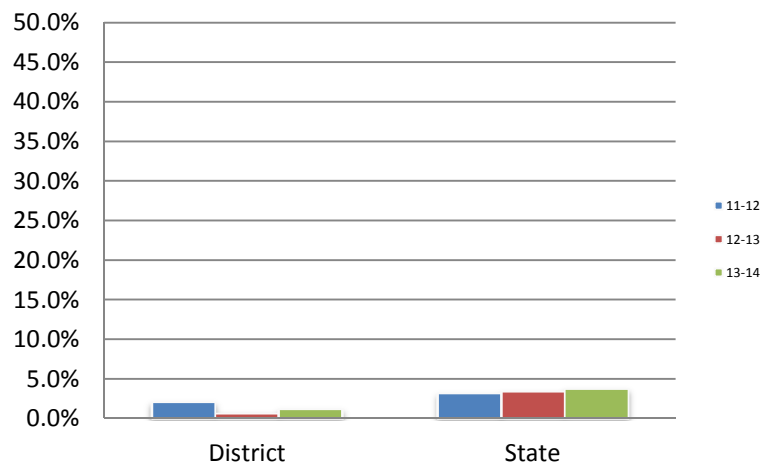
Dropout rate = Number of IEP dropouts in grades 9-12 / Total number of IEP students in grades 9-12

NA - Elementary districts do not report their high school students, therefore will not have a graduation or dropout rate.

### 4-Year Graduation Rates



### Dropout Rates



**Secondary Transition Data - (Table G)**

**Secondary Transition Plans (SPP 13) (G2)**

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2009-10	2010-11	2011-12	2012-13	2013-14
Total Reviewed	NA	12	NA	NA	7
Number Met	NA	11	NA	NA	7
Percent Met	NA	91.67%	NA	NA	100.00%
State	91.31%	79.96%	82.35%	87.53%	88.63%

Note: Data collected from districts in year prior to monitoring review

**Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14) (G3)**

Districts are required to follow-up for special education graduates and dropouts from the previous year. The following

Follow-up reported during the 2013-2014 School Year		12-13 Graduates		12-13 Dropouts		Total		State
		#	%	#	%	#	%	%
(1) 2 YR College	completed at least one term	20	24.7%	0	0.0%	20	23.8%	21.1%
(2) 4 YR College		12	14.8%	0	0.0%	12	14.3%	8.0%
(3) Non College		2	2.5%	0	0.0%	2	2.4%	3.1%
(4) Employed (Competitively)	at least 20 hrs per week for 90 days	31	38.3%	2	66.7%	33	39.3%	24.7%
(5) Employed (Not Competitively)		0	0.0%	0	0.0%	0	0.0%	1.8%
(6) Military		2	2.5%	0	0.0%	2	2.4%	1.8%
(7) Other		10	12.3%	0	0.0%	10	11.9%	14.9%
(8) Continuing Education - did not complete one term		1	1.2%	0	0.0%	1	1.2%	3.8%
(9) Employed - less 20 hrs per week or 90 days		3	3.7%	0	0.0%	3	3.6%	5.3%
(10) Unknown		0	0.0%	1	33.3%	1	1.2%	15.4%
(11) Not Available		1		0		1		
Total (excludes Not Available)		81	100.0%	3	100.0%	84	100.0%	100.0%
A. Enrolled in higher education*		32	39.5%	0	0.0%	32	38.1%	29.1%
B. Enrolled in higher education or competitively employed*		65	80.2%	2	66.7%	67	79.8%	55.6%
C. Total Employed / continuing Education*		67	82.7%	2	66.7%	69	82.1%	60.6%

Source: District reported data via MOSIS February Follow-up

**\*Summary Calculations**

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education at least 1 complete term or competitively employed 20 hrs a week for at least 90 days [(1) + (2) + (4) + (6)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6)]

**IEP Graduate/Dropout Follow-up**

